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AUTHOR Bamford, G. N.
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ABSTRACT

In response to the Tenth Food and Agricultural Regional Conference for Asia and the Far East (August/September 1970), a comparative study of the different approaches already tried in the Region was conducted, and as the product of that study, this report briefly describes projects currently operating in India; Ceylon; Thailand; Malaysia; Indonesia; the Philippines; Korea; and Japan. This survey revealed the following different approaches to young farmer training: (1) Institutional Training (as part of the formal education system; as a follow-up to formal education for younger school leavers; as training for older out-of-school youth); (2) "On-Farm" Approaches (those associated with rural youth club programs; youth settlement schemes; training on the farms of others); (3) Comprehensive Approaches Combining "On-Farm" and Institutional Training Programs; (4) Youth Mobilization Schemes (aimed at involving masses of unemployed youth in training and developmental projects). Utilizing the following evaluation criteria: (1) rationale and goals; (2) structure, content, and methods of training; (3) application of training; (4) degree to which the program could be replicated; this study concludes that an "on-farm" training program conducted via Rural Youth Movements and supported by short course institutional training is the best approach for the needs of Asian rural youth. (JC)

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FAO REGULAR PROGRAMME

No. RAFE6

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TRAINING RURAL YOUTH FOR FARMING

IN

THE ASIA AND FAR EAST REGION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
BANGKOK, 1972

FAO REGULAR PROGRAMME No. RAFE 6

REPORT

on

TRAINING RURAL YOUTH FOR FARMING

in

THE ASIA AND FAR EAST REGION

based on the work of

G.N. BAMFORD

FAO Regional Consultant
(January - April 1971)

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
Bangkok 1972

A B S T R A C T

The Tenth FAO Regional Conference for Asia and the Far East, meeting in Australia in August/September, 1970, requested FAO to help countries strengthen their rural youth training activities. As a first step FAO requested a Consultant on Young Farmer Training to prepare a comparative study of the different approaches already tried in the Region. This report results from a three-month study (15 January to 15 April, 1971) of projects and programmes in eight countries -- India, Ceylon, Thailand, Malaysia, Indonesia, the Philippines, Korea, and Japan.

The rapid population growth of developing countries presents major problems of feeding and employing such increasing numbers. In Asia the 'Green Revolution' has made significant progress in increasing food production. Employment remains as a problem and is aggravated by a rising level of education and aspirations of young people, which is rapidly outpacing the growth of job opportunities.

Agriculture remains for most countries, the major sector of the economy, with the bulk of the population acquiring their living from it. It requires less capital to create jobs in agriculture than in industry and can absorb labour more easily, while industrial growth itself depends on the agricultural sector for its raw materials and the internal market for it products.

Rural Development depends on a variety of interrelated factors of which education is an important one. This includes all levels of education but this report focuses on one crucial area - the training of rural youth for a vocation in farming.

It has been noted that a very small percentage of the output of so-called "vocational agricultural schools" ever take up farming as an occupation. The assumption that such schools are for the training of future farmers is being increasingly questioned, and there is an active search for alternative approaches to this area of agricultural training.

This survey revealed the following different approaches to young farmer training:

A. Institutional Training, which may be:

1. part of the formal education system
2. as a follow on to formal education (for younger school leaver)
3. for older out-of-school youth.

B. "On-Farm" Approaches which in most cases are centred on the trainee's own farm. These may be:

1. Associated with Rural Youth Club Programmes which may be the function of:

   - Extension Divisions of Government Departments.

- An extension function of an Agricultural Training Institution.
- Non-Government sponsored, in which case they may be:

  a. A major national youth movement
  b. Supportive of Government youth programmes
  c. Independent of other movements

2. Through Youth Settlement Schemes

3. Other "on-farm" approaches may rely on training on the farms of others. Two programmes of this nature are:

   i. International Farm Youth Exchange Programmes.
   ii. Apprenticeship Schemes.

C. Comprehensive Approaches which combine "on-farm" and institutional training programmes, as in:

1. The Barrio Development High School Project (Philippines)
2. The Vocational Farm Training Project (Ceylon)
3. Mobile Agricultural Training Schools (Thailand)
4. Rural Youth Club programmes with related system of training centers (Korea)

D. Youth Mobilization Schemes aimed at involving masses of unemployed youth in training and developmental projects, have been attempted in Ceylon, while in Malaysia, a para military approach has been developed.

In evaluating the success of these different approaches, four aspects of a programme were considered:

A. Its Rationale and Goals, the specific criteria being:

1. Is the programme based on a sound analysis of the social economic and cultural needs of the country and the individual?

2. Has the programme clearly stated and understood goals?

3. Is there a clash of goals?

4. Is the range of goals too wide?

5. Have the programme's goals community support?

B. Its Structure, Content and Methods of Training

1. Is the selection process effective?
2. Is the content relevant?
3. Is the programme geared to the physical, intellectual and psychological levels as well as the cultural background of the participants?
4. Is the emphasis on the practical and the applied?
5. Are the conditions of training comparable with those in the rural community?
6. Does the programme have a "whole farm" approach?
7. Does it foster desirable attitudes to manual labour?
8. Does it foster responsible decision making and behaviour?
9. Does it involve training for free time?
10. Does it provide motivation for remaining in rural areas?

C. Application of Training - criteria being:

1. Is the programme an integral part of the total plan to improve rural living?
2. Is it integrated in the total community education programme?
3. Are the trainees still living in rural areas and propose to continue as self employed farmers?
4. To what extent has training resulted in improved productivity and living standards?

D. The Degree to which the Programme can be Replicated?

1. Is the programme capable of extensive replication?
2. This will depend on: - the availability of suitable trainers

   - the economics of training

Training courses for farming, whether part of the formal education system or as a follow-on for school leavers, have generally resulted in few returning to farm; and have catered, at high cost, for only a fraction of those requiring such training. They often, however, provide a useful source of middle level manpower.

Formal education in rural areas must be geared to rural living and should provide some pre-vocational training based on economic projects.

Mobilization Schemes represent a massive approach, but while contributing to development projects, have not proved useful in training for farming.

Land Settlement Schemes for youth have achieved some success, but have limited ability for replication because of the shortage of land and skilled management and their high cost of establishment.

The intensive education-cum-extension approach in Ceylon has advantages of comparatively low cost and of being "in community". Its capacity for massive replication is, however, limited by availability of trained teachers.

The study concludes that an "on farm" training programme conducted through Rural Youth Movements and supported by short course institutional training is the approach most likely to meet the specific needs of the masses of rural youth in Asia. Based on self-organization, voluntary leadership and training-cum-production, it has the advantages of being 'in community' and is of low cost.

While the voluntary contribution of the community is basic, all programmes require government support in terms of finance, professional staff, facilities and mass media/literature support. To help prevent Movements being used for partisan political purposes, support and involvement of a wide cross section of government and civic leaders is essential. This is only likely when these Movements are seen as having an important role in the national plan for social and economic development.

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INTRODUCTION

The Tenth FAO Regional Conference for Asia and the Far East meeting in Canberra, Asutralia, in August/September, 1970, stressed the need to involve youth at all levels in agricultural development. However, it was the young adults (18-20 years) who demanded "immediate and special attention in view of their serious employment situation in most countries of the Region".1/ Thus one of the recommendations of the Conference was that FAO be requested:

> "To initiate pilot projects in 'on farm-within community' training for the older youth in interested countries in the Region and to establish, in at least one of these project areas, a regional training centre for producing the new type of instructors required to conduct farm-based agricultural education".2/

As a first step towards implementing this recommendation, FAO decided to conduct a study survey to determine the different types of approaches being tried in the Region and to identify those which were proving most successful. To undertake this study, FAO, under its Regular Programme (Regional Consultant's Fund), appointed Mr. G.N. Bamford 3/as Consultant on Training Rural Youth for Farming.

The Consultant served in the Region from 15 January to 15 April, 1971. His terms of reference were:

1. To identify, study and evaluate various systems and approaches to educating and training rural youth for a vocation in farming (as a farmer or farmer's wife) which have been or are being tried in countries of the Asia and Far East Region.

2. To develop criteria for the evaluation of such programmes.

3. To prepare a report on the study, including a comparison of the relative effectiveness of the various systems or approaches to rural youth training which could help Member Governments select the best type(s) of training programme(s) for their rural youth, according to different age and maturity levels.

To accomplish the first item, the Consultant visited selected rural youth training projects and programmes in eight countries of the Region--India, Ceylon, Thailand, Malaysia, Indonesia, Philippines, Korea and Japan.

1/ Report of the Tenth FAO Regional Conference for Asia and the Far East. Australia 1970, Page 24.

2/ Ibid; Appendix IV, Page xi.

3/ Principal for the past ten years of the Navuso Agricultural School, Fiji, where innovative approaches to both young farmer and adult farmer training have been developed.

In each case, the selection of those projects and programmes to be visited was determined by responsible officials in each Government, in consultation with their FAO Country Representative.

Items 2 and 3 of the Terms of Reference were completed in the FAO Regional Office in Bangkok.

During the field survey, youth workers constantly asked the Consultant "What are others doing that can help us"? The problem has, therefore, been to produce a report with sufficient detail to be of use to them while being brief enough to be read by policy makers already inundated with reports. This report is an attempt to meet the needs of both groups. Thus only the barest outline of the different rural youth programmes has been given, but Appendix I lists addresses in each of the countries visited for those who wish further information.

ACKNOWLEDGEMENTS

FAO is greatly indebted to the many officials of Governments and non-governmental organizations who patiently answered questions and who so generously gave much of their time to discuss and to show the Consultant their rural youth programmes. Special appreciation is offered to the many rural youth themselves in each country, for their assistance, hospitality and maturity of interest and concern for the strengthening of rural youth programmes in the Region.

Chapter 1

THE PROBLEM

A dominant feature of the economically less developed countries of the world is the rate at which their populations are increasing. In many cases this is coupled with an already acute population pressure. In 1965, there were approximately 1,500 million people living in the developing countries in Asia (excluding the Peoples Republic of China), 900 million of whom live in the densely populated belt stretching from West Pakistan to South Korea. In this region many countries have a growth rate in excess of 3% per annum so that by 1985 its population is projected to increase by 70% to reach 1,500 million.

This "population explosion" presents two major problems - how to feed and how to employ the ever increasing populace.

During the past decade impressive strides have been made toward meeting the first of these, particularly in South East Asia where the introduction of High Yielding Varieties and the adoption of improved farming techniques have resulted in large increases in food production. As stated in a recent report "In Asia the area under HYV has arisen from zero to an estimated 12 million hectares within 3 years from their first introduction in 1965/66 --a scale of adoption of a new technique which is probably unparalleled in the history of agriculture. Correspondingly, use of fertilizers and pesticides in India and Pakistan has now doubled in 5 years and more private tube wells have been installed since 1966 than in the entire S.E. Asian Region prior to that date"1/.

The problem of employment remains however, and will be the major one to be tackled during the next decade. As populations grow they grow younger and in many countries in Asia, 50-60% of the people are under 25 years of age.2/ The main group, therefore, for whom gainful and satisfying employment must be found is the "out-of-school" youth of 15-25 years of age. The problem is a massive one. In Thailand, for example, "about 20 million new job opportunities will have to be created in the coming 30 years. This will turn out to be the most difficult task with which development planners must deal. During the Third Five Year Plan period alone the labour force will increase with more than 2.5 million persons. How and where will they find jobs"?3/ This situation is typical of most countries in the Region.

1/ Provisional Indicative World Plan for Agricultural Development, Vol.I, FAO C 69/4, Aug.1969, Page 93.

2/ See Chart Appendix II.

3/ Report of the Working Group on Rural Manpower and Employment, Manpower Planning Division of N.E.D.B. Thailand, 1971.

Failure to find a satisfactory solution to this problem carries grave social and political risks. The danger of the situation is further increased by the rapidly rising level of education in all countries. Unfortunately, education does not create employment, in fact it no longer guarantees a job. Twenty years ago completion of a primary education usually opened the way to paid employment in either government or private sectors. The present situation in some countries is that not even a university degree provides any certainty of a paid job. In Ceylon, for example, the number of unemployed graduates in 1970 approximated 9,000.

In all countries high priority is rightly given to education, but often it is of an academic and literary nature, not geared to the country's economic and social needs nor to the preparation of students for the type of life they are likely to lead. The reality of the situation is frequently not appreciated by the community and even where it is, parents, often at considerable personal sacrifice, still provide their children with as much of this "academic" education as possible in the hope that they will be amongst the few who succeed in gaining employment. In farming areas, parents and children are further motivated by the hope that education will provide an escape from their rural environment.

The result, however, is a "mass of educated and unemployed young people who while better nourished in body and mind, are less likely to accept a fate which while promising rewards provides none or only the most lowly". 1/ From such frustrated youth there is a growing vocal protest which already for some countries is threatening their political and social stability.

The solution lies in a two pronged attack involving a combination of effective population control with vigorous economic development. In most countries Family Planning Campaigns are only beginning so that it will be at least a generation before any real impact is made on stabilizing the numbers seeking employment. It is, therefore, only economic development that will, by providing more job opportunities, alleviate the problem in the immediate future. But which sectors of the economy of a country are most likely to absorb the ever increasing numbers coming onto the labour market?

The economy of almost every country in the Region is dependent on agriculture, up to 85% of the population earning their livelihood either directly from farming or from agro-industries in the rural areas. While the growth of manufacturing and service industries will result in a diminishing percentage dependent on farming, in absolute terms, the numbers will increase. In Thailand, for example, the total labour force engaged in farming is expected to drop from 77% to 71% between 1970 and 1990, but the actual numbers will increase from 12½ to 20 million during that period.

1/ Cedric Day: 1968 FAO Report of the Deputy Regional Representative for Asia and the Far East, Western Zone.

All countries are encouraging the expansion of the industrial sector but there is a close interdependence between agricultural and industrial growth at all stages of the development process. In the early stages, it is the processing of agricultural products that often provides the basis for industry. At later stages, it is the purchasing power of the rural sector, the main internal market, that affects the development of industry.

In terms of employment, even the projected rapid growth of manufacturing and service industries will be able to absorb only a small number of those coming onto the labour market. Capital investment for each new job in industry is high compared with agriculture while the rate of employment in industry seldom increases at more than half that of output - a 10% increase in output resulting possibly in a 5% increase in employment. As a large component of employment in the agricultural sector is self employment, it is more elastic in its ability to absorb labour and thus it is in this sector that nearly half the additional people (at least 200 million) will have to be absorbed during the next 15 years. How effectively they can be absorbed is yet another question.1/

Because of the employment situation and the need to increase production, Rural Development is a vital part of national programmes. For effective development of this sector, a comprehensive approach is required by which all interrelated factors are considered - land tenure, credit facilities, availability of farm inputs, markets, communications and education. This last involves both formal and informal training at all educational and age levels from the primary school to the university, from the child to the adult.

One aspect of this which is demanding increasing attention is the preparation of youth for a vocation in farming. As already mentioned, formal education has often been geared to the production of "white collar" workers for urban employment and has resulted in attitudes antipathetic to rural living. Where vocational agricultural education has been developed, this has usually taken the form of long term institutional courses. The value of these has been questioned in recent years, particularly in view of the masses of youth requiring training. It is clear that the whole question of educating youth for farming needs re-examination, and that new, innovative and even unorthodox approaches may be required.

In addition to a review of the traditional methods, the survey uncovered a variety of new and innovative approaches to the problem of training rural youth for a vocation in farming. These experiments conducted in Asia by Asians represent valuable research data. The remaining chapters of this report aim at sharing and comparing the findings of these isolated experimental activities. This is done in the hope that these experiences may stimulate greater discussion and assist rural youth policy makers and programme implementers alike in each country to develop more realistic and viable rural youth projects and programmes capable of reaching and helping the masses of rural youth in Asia.

1/ See Chart Appendix III

Chapter 2

APPROACHES TO TRAINING FOR FARMING

In this chapter an attempt is made to describe the many approaches which have been or are being tried in the Region for training rural youth for farming.

Classification of such varied approaches presents many difficulties and no matter what categories are used, there is bound to be some overlapping. However, to give some structure to this discussion, these approaches have been viewed from the standpoint of the location of training since this has important implications for their efficacy in meeting the individual's needs as well as serving the national interest, where limited resources must be used to provide for the greatest number.

Thus training approaches have been divided into three broad categories:

A. Institutional training which essentially takes place away from a typical farm situation.

B. "On-farm" approaches where the training is carried out at the trainee's own home or workplace.

C. Comprehensive schemes in which the training involves both Institutional and "On-farm" elements.

2.1 INSTITUTIONAL TRAINING

The more traditional approaches are in this section which includes those courses undertaken away from the trainee's farm and frequently requiring residential accommodation. They serve youth at different educational stages and are grouped on this basis as follows:

- Courses that are part of the formal education system and thus serve "in-school" youth.
- Courses which follow on from formal education and thus serve school leavers.
- Courses for "out-of-school" youth, that is those who are already engaged in farming or working as farm family labour.

2.1.1 As Part of the Formal Education System

Ministries of Education in several countries are operating vocational agricultural schools at a secondary level with the aim of training youth for farming. The pattern of these is that they offer 3-4 year courses in

which general agricultural as well as basic core subjects (usually language, mathematics, a science and social science) are taken. Girls may replace some agricultural subjects with those related to homemaking. Schools are equipped with workshops and domestic science facilities, and have a farm attached.

The Philippines has the longest history of such schools, 88 of them operating in 1970. To reinforce their regular training programme, Youth Club activities have been introduced as an extra-curricula activity. Boys may join the Future Farmers of the Philippines and girls the Future Agricultural Homemakers' Organization. A major contribution of these groups is their emphasis on supervised individual projects.

In Korea a wide coverage of the country is provided by 133 Vocational Agricultural High Schools while in Ceylon a new programme is to be introduced in 1971 whereby Comprehensive Schools offer a variety of courses in trades and agriculture to youth of secondary age. Junior Polytechnics are also planned to provde 1-2 year courses for students who have completed G.C.E. (12 years of schooling).

To-date in most countries it would seem that only a very small percentage of the students attending these schools return to farming. Statistics from the Philippines for the placement of graduates for 1965-66 showed that only 15% returned to full-time and 12% to part-time farming.1/

2.1.2 As a Follow-on to Formal Education

Ministries responsible for agriculture frequently conduct courses in farming for youths who have completed their basic education. With rising educational levels increasing numbers entering these courses have completed all or part of a secondary education and are usually from 17-23 years of age. Most commence training immediately after leaving regular school and are usually not committed to farming.

Recruitment is frequently done by Agricultural Extension officers who attempt to evaluate an applicant's interest in farming. In some cases access to land on completion of the course is a prerequisite.

Training is usually long-term (6 months to 2 years) and is undertaken at residential institutions such as Farm Institutes or Practical Farm Schools. Courses for both boys and girls may be provided but usually these are carried out in separate schools or at different times within the one institution.

The curriculum consists only of subjects related to agriculture and rural living. In some institutions the whole course is of a general nature while in others specialization is made possible by providing elective

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1/ Statistics provided by the Bureau of Vocational Education, Department of Education, Manila.

subjects. The emphasis is on practical training so that up to 60-80% of a trainee's time is spent on the school farm and in the workshop or domestic science block. Some schools are sited on Agricultural Stations where the farms may have research and production functions as well as training.

In the past the emphasis has been on the teaching of principles and methods of crop and animal production and the acquisition of skills. There is now a growing realization of the importance of providing training in economics and management and the "group project" approach is being increasingly used as an aid to instruction. Many institutions unfortunately, being bound by inflexible Government auditing regulations, are unable to allow trainees to participate in an economic venture and thus are unable to utilize this approach fully. In Sarawak, however, at the Tarat Farm Institute where the whole emphasis is on economics and management, a scheme has been developed by which group projects are financed by a Youth Credit Scheme operated by the Sarawak Development Finance Corporation. Projects are operated on a strictly commercial basis, and provide practical experience in the use of a credit institution and the actual accounting of costs and income on which management decisions can be based. Profits also provide an incentive to trainees and should motivate them toward farming.

As Tarat has still to produce its first graduates it is too early to evaluate its effectiveness in training farmers. The experience of most institutions has been that while graduates may undertake agricultural work in Government and private sectors, few actually return to farming. In Ceylon where Practical Farm Schools have been operating for some years, it is estimated that less than 5% have returned to farming even when opportunities for resettlement have been available.

The country with most success with this type of approach has been Japan where Rural Youth Training Farms (53 in 1970) provide 1 and 2 year courses for Senior and Junior High School graduates respectively. Of those completing these courses, 80% of the boys and 90% of the girls return to the farm. This difference from the experience in other parts of the Region is no doubt due to Japan's unique socio-economic conditions. With modernized farming and a shortage of skilled labour in both industry and agriculture, trainees enter these Training Farms because of a genuine interest in farming and the real job prospects it offers.

2.1.3 Institutional Training for "Out-of-School" Youth

Courses included here in most cases cater for older youth of 18-25 years who have attempted some form of farming activity since leaving school. These courses are often supportive of Rural Youth Movements and, in fact, a prerequisite for training may be membership of a Rural Youth Club, as in Korea where a number of training institutions are operated for 4H members. To enter a 4H Farm Machinery Training Centre in Korea, for example, a trainee must have satisfactorily completed 3 years with a 4H Club. At the Sg Udang Rural Training Centre, Malaysia,

entry is restricted to those who are currently participating in youth club group projects.

Special centres may be established to provide this type of training or Vocational Agricultural Schools, Colleges, Extension Training Centres or Government farms may be used. In most cases, these institutions are the responsibility of a Government Department (Agriculture, Community Development or Rural Development), but a useful contribution is also made by private organizations. In India, for example, the independent Young Farmers' Association operates five training centres.

Courses are usually of short duration (1-3 weeks) and, therefore, deal with specific aspects of agriculture, home making or rural club organization and programming. Longer term training is mainly found either in areas in the early stages of development (such as Sarawak) where substantial changes in methods and attitudes are required to modernize agriculture, or in the highly developed areas (such as Japan) where farming involves the use of sophisticated skills and management techniques.

In Sarawak training is aimed at facilitating the change from shifting cultivation to intensive farming on an economic basis. Thus Farmer Training Centres, of which 7 have been established, give a 14-week general agricultural course to youths who have completed at least 4 years of elementary education. Courses are co-educational, preference being given to 4H Club members or youth from areas where Government is implementing development programmes.

Apart from the very practical training provided, an outstanding feature of the Centres in Sarawak is the intensive follow-up programme which lasts 2 years and involves both Centre staff and Agricultural Extension officers. This follow-up has enabled accurate evaluations of the effectiveness of training to be made and a survey in 1969 indicated that 90% of trainees were engaged in farming, 10% being ranked as excellent, 50% as satisfactory and 30% as poor. The remaining 10% had abandoned their farms. Another important contributing factor is the availability of credit to graduates of these Centres.

The National Farmers'College in Japan provides an example of long term training in a highly modernized agricultural setting. This college offers a 3-year course centred on farm management to youth who have had at least 3 years of farming experience after completing Senior High School (Grade 12). The first 18 months are spent at the College and are devoted entirely to theoretical studies. This is followed by 5 months practical work on selected farms or agricultural stations. Students then return to their own farms for 9 months during which period they undertake a detailed management survey of their own farm activities. In the final 4 months of the course, students return to the College for an analysis and evaluation of their work.

2.2 "ON-FARM" APPROACHES

These approaches provide non-formal training, mostly on the trainee's farm, in a variety of ways:

2.2.1 Rural Youth Clubs and Groups

In most countries these are the responsibility of the Extension Departments of Ministries of Agriculture or Community Development and, particularly under the former, have followed the 4H or Young Farmer Club pattern. These programmes are multi-purpose in nature. While emphasizing skill training in agriculture, homemaking and related vocational fields, they also aim at the development of members in other areas of life (social, physical, civic, cultural and mental) - and all are directed at involving youth in rural development as well as preparing them for rural living.

Club Membership varies considerably. In some the age range may be as wide as 12-35 years, in others it may be narrower and divided into Junior (10-15) and Senior (16-25) sections. In come both sexes meet together, in others for cultural reasons girls and boys hold separate meetings but may cooperate in community projects. In one example in Mysore State, India, the boys had a group poultry project and built a pre-school child care centre which the girls operated, supplementing the children's diet with eggs from the poultry project.

Club Programmes include regular meetings which involve club business, cultural and recreational periods, as well as educational sessions which stress agricultural and homemaking topics. Programmes are often supplemented by short courses arranged by Extension staff either in the village or at Training Centres as already described.1/

An essential feature of these clubs is the participation of members in economic projects, both individual and group. Most clubs expect members to participate in one or both types of project each year and submit records of their work. In some clubs the junior members share in the group projects while senior members work individually. Although mostly agricultural, projects may include fish culture, forestry, home economics, and home industries.

Interest in projects is stimulated by:

- The opportunity to earn and/or contribute to the family welfare.
- Produce and Project competitions and awards - at club, district and national levels.

1/ See pages 8 and 9 Section 2.1.3

- The challenge of responsibility and problem-solving.

- Using members' projects for demonstrations. (Recognition)

- Opportunity to participate in special short course training for project members and leaders.

Problems encountered in the establishment of individual and/or group projects are:

- availability of land. Where holdings are small, projects may have to concentrate on the intensification of the house garden area. Sometimes a group is able to obtain a lease or permission to use village council land.

- provision of initial capital. Means used to assist members are:

  a. loans from either club, Government or private sector funds. In Korea this type of support is given to 4H Club members by the Office of Rural Development with the assistance of the National Agricultural Cooperatives Federation, which recognizes the importance of youth in strengthening the cooperative movement.

  b. Government supplied or subsidized inputs - as in Malaysia and Ceylon respectively.

  c. Livestock "chain" systems whereby initial stock is provided and a proportion of the progeny returned to the "stock pool". This system is operated by the Philippines' 4H Movement.

- marketing facilities. In the 4H Clubs of the Philippines, Mini Co-operatives are established at club level, not only to facilitate the purchase of inputs and marketing of produce, but to provide training in general economic principles and the specific skills needed for efficient business management. Individual Mini Co-operatives are affiliated with the National 4H Co-operative which acts as both advisor and wholesaler.

A further feature of many club programmes is the inclusion of voluntary community service projects such as road improvement, reforestation and maintaining public property. Through these, youth develop habits and attitudes which encourage further community development.

Government Assistance involves both staff and finance. The staff supervise and co-ordinate club activities at the different levels of organization.

In some countries extension officers are assigned specifically to youth work at all levels but in others they are only available at National and Regional levels. Finance is not usually provided for ordinary club expenditure, this being met by funds raised by members through levies and special projects, but Governments do assist by the payment of incentive awards to clubs, subsidizing training courses, rallies and competitions, and providing free or subsidized inputs for demonstration and economic projects.

Leadership. While most movements stress group participation in programme planning, decision making and responsibility, leadership is a critical factor in both local clubs and the wider movement. This includes both voluntary and professional leaders.

Training of Voluntary Leaders. Adult voluntary leaders are required for supervision particularly for younger members at the local club level. These are often teachers or government servants. Club leadership is included in teacher training courses in several countries. While valuable, such leadership is usually temporary and therefore, to ensure continuity in club operation, leadership must be developed from within the group and local community. Short courses on specific techniques of club organization, programming and agricultural skills are frequently held at Government training centres. As already indicated these are fully or partly subsidized from Government funds.

Training of Professional Staff. Both quality and quantity of professional staff present problems, most acutely at the village and district levels. Where the general extension worker without specific training in youth work is expected to supervise rural youth programmes in addition to his many other duties, youth leadership receives neither the time nor the expertise it requires.

There are three approaches to the training of professional staff:

- Youth work is included as a part of the extension worker's pre-service training at the Diploma or Certificate level.

- Youth workers are trained in special youth worker training courses, a recent development in Asia.

- Through periodic in-service training.

The usual, and understandable, Government policy of recruiting staff from the highest available educational level can present serious problems. Often the trainee, through attendance at urban oriented schools and colleges over a long period, has developed attitudes and values which hamper his identification with village people and thus his ability to serve them.

To overcome this, a new approach is being developed at Lopburi in Thailand where a 4-year course for professional rural youth workers, started in February 1971, has enrolled mature village youth of 18-25 years of age with a minimum of 4 years primary education. These young people, it is hoped, have accepted a life in rural areas and understand the rural community's attitudes. An important feature of this training is that it will alternate 3-4 month periods in the school with similar periods in supervised village extension work. The curriculum has been structured so that during the 4-year course all trainees may reach the minimum academic requirement (Grade 10) for permanent appointment to the civil service, as well as becoming trained and experienced professional youth workers. An additional feature of this innovative approach to producing a trained cadre of dedicated rural youth workers is that group educational activities will start amongst the out-of-school village rural youth within six months of the start of the training programme, thus having an immediate impact on production.

Instead of the supervision and organization of Rural Youth Movements being the responsibility of Extension Divisions of Government Departments, they may be an extension function of an Agricultural Training Institution along lines similar to the Land Grant Colleges of the USA. In India, where there are over 100 Agricultural Colleges, a pilot project using this approach has been undertaken by the R.B.S. College, Bichpuri, with a two-fold aim of:

- developing youth as "agents of change" in the village and thereby increasing food production.

- providing a "social laboratory"1/ in which a socio-economic survey can evaluate methods used to obtain changes of attitude as well as increases in production.

Clubs have been formed in each of 15 villages close to the College, membership in each club being limited to 15 young men aged 18-30 years who have a minimum of 5 acres of land and are actively engaged in farming. At present the project is an intensive extension approach with one graduate professional worker assigned to 5 villages.

A feature of particular interest in the club programme is the use of Radio Listening Groups (Charcha Mandals). While these have been developed in a number of parts of India, they have not been specifically directed toward youth. At Bichpuri, the radio programme is prepared by the staff from the College and the local Extension Training Centre, and is broadcast by the All India Radio station in the area. Club members meet several times each week, being led by a convenor who has received prior training and a subsidized transistor radio.

1/ In several countries "social laboratories" are being developed for use in the training of youth workers and extension personnel.

2.2.2 Non-Government Sponsored Rural Youth Movements

These are also prominent in several countries in the Region.

They may:

1. form the major national Youth Movement.

2. be supportive of the Government's youth programme.

3. be independent of other Movements.

1) The Gerekan Pramuka (Pathfinder Movement) is the major national movement in Indonesia. It includes both boys and girls and is unique because of:

- its massive size. It has a membership of 10 million of whom 75% live in rural areas.

- the nature of its structure and programme which is an adaptation of Boy Scouting to national conditions, traditions and aspirations.

- its integration into and contribution to community and national development.

Formed under Presidential Charter in 1961, it is still affiliated with World Scouting and has retained many Scouting features including its uniform and its emphasis on character building. The age groups also follow the Scout pattern of Siaga/Clubs (7-10), Penggalong/Scouts (11-15), Penegak/Senior Scouts (16-20), and Pandegar/Rovers (21-25).

Amongst the senior groups special troops have been formed - Sea, Air, Police, and Agricultural Pramuka. The last, known as Taruna Bumi (Sons of the Land) is the largest and fastest growing of these groups and is a combination of Rover Scouting and 4H. While the whole Pramuka Movement is geared toward stimulating in youth a national consciousness and an awareness of their role in national development, it is the Taruna Bumi members who are the main "agents of change" in many areas, being used by all extension agencies to implement rural development programmes.

In Taruna Bumi, emphasis is placed on individual and group projects of either an economic or community service nature. Through these, members are able to make a positive contribution to the improvement of agriculture, nutrition and sanitation, the operation of community services such as credit unions, literacy

programmes, irrigation control, reforestation, the construction and maintenance of roads and public buildings and the operation of small scale industries. Taruna Bumi is also being used as a medium for Family Planning instruction.

Camping is a feature of Pramuka as of Scouting, but again it is camping with a difference. Although training and recreation are included, work on development projects is central. A national camp is held every 3 years featuring a major development project. In 1971 this will be the construction of a dam and reforestation programme in Sumatra where over a 5-month period, groups of 300-400 members will attend for weekly camps. The siting of the camp in Sumatra is partly to encourage migration from the overcrowded areas of Java, an example of how Pramuka strategy is designed to serve national purposes.

At every level of its administration - village, district, regency and national - the Pramuka staff is supported and advised by committees formed from Government and civic leaders while Government agencies make their staff and facilities available wherever possible. This support is a major source of the Movement's strength.

2) The Young Farmers' Association of India is a voluntary organization supportive of the national rural youth programme. At both national and state levels, Young Men's Clubs (Yuvak Mandals) and Young Women's Clubs (Mahila Mandals) are the responsibility of ministries concerned with community development. In the past many clubs have been largely social and recreational and not very effective. As a result, the Extension Division of the Agriculture Department has encouraged clubs to centre their activities around economic and community service projects. The Young Farmers' Association (YFA) established in 1958 assists with this. The movement is organized at both national and state levels but since it has few professional staff, it operates in close co-operation with extension workers particularly at the village level. The YFA's main contribution to those who affiliate with it is to stimulate interest in productive projects by means of:

- organizing conventions at which exhibitions of members' produce are held.

- holding 4-8 week training courses, either at Government Stations or at Training Centres operated by the Association. Since these latter were established in 1963, 15,000 young farmers have undertaken courses.

- youth exchange through the International Farm Youth Exchange Programme.

- publications including a monthly magazine

The Association receives some financial support from both State and National Governments.

3) Independent voluntary organizations usually operate on a comparatively small scale. An example of these is the Rural Reconstruction Movement which was established in the Philippines in 1952 and in recent years in Thailand. As the name implies this movement is involved in total community development in which youth have an important role.

In the Philippines where the programme is more advanced, the Movement performs three functions - research, training and extension. It usually operates in areas not serviced by other agencies and aims to establish three associations in each village - for youth, men and women. All three associations combine in a Credit Union and a Buying Club and all three run programmes based on livelihood, health, education and self government. The Youth Association is limited to unmarried youth of 15-25 years of age and members are expected to participate in individual and group projects under each section of the programme.

The Movement aims to develop local leadership to such an extent that after 4 years its professional staff can be withdrawn from a village and development continues with a minimum of supervision.

2.2.3 Youth Settlement Schemes

These form another type of "on-farm" approach in which training mostly takes place on the young settlers own "block" or one that will become his own within the settlement scheme. Several schemes are operating or about to commence in the Region. While basically the concept is the same, namely the development of new land by the group settlement of single unemployed young men, usually between 17-25 years old, there are differences in the training programmes offered and in the type of settlement.

Type of Training

Most schemes require some form of presettlement training. This may be short as in the seven schemes in Pahang State, Malaysia, where the one month course emphasizes more the development of "esprit de corps" than agricultural skills. The latter are given by "on-farm" instruction during settlement.

Other schemes require longer periods of general agricultural training which is given at Agricultural Schools or Colleges. This pattern is followed for schemes in Sarawak, the Philippines and Ceylon.

One of the most successful schemes in Ceylon, the Ihala Hewessa Scheme, required no prior training, all being given during the various stages of settlement.

Type of Settlement

Schemes in Malaysia and the Philippines are managed on a co-operative basis. At Pahang (Malaysia) for example, settlers are allocated blocks of oil palm and orchard which are worked communally. The individual settler is, however, able to develop small private enterprises such as poultry on his house allotment. In Sarawak it is planned to develop an estate where the settlers will provide labour and eventually become shareholders. Management of these co-operative and estate type schemes is initially to be by Government and no decision has yet been made as to their eventual form. In the Ihala Hewessa Scheme (Ceylon) where settlement is on an individual basis, management is being provided by a Government officer for the first 5 years with responsibility progressively being given to the young farmers.

Whether land clearing and construction of facilities is done prior to settlement or largely by the settlers themselves, costs of land settlement remain high. Consequently such schemes are usually funded by National or State Governments with particular Departments or Statutory bodies taking responsibility. In the Philippines, the National Manpower and Youth Council assist with funding and the co-ordination of the various agencies involved in settlement. Repayment terms for settlers vary, in a number of cases repayment being largely waived for political reasons.

In general, there have probably been more failures than successes recorded with youth settlement schemes. Most success has occurred where:

- settlers have been reasonably homogenous socially and educationally, thus avoiding the formation of cliques.

- "quality" of settlement has been more important than "quantity". While massive schemes are often politically more attractive, many have failed through inability to provide adequate infrastructure.

- early financial returns were possible, thus boosting moral. If early cash crops are not possible, provision must be made, preferably in kind, for subsistance. This should be provided in a manner that does not foster excessive government dependence.

- skilled management was available, with competence in both practical agriculture and youth leadership, so that managerial ability was developed in the settlers themselves and responsibility progressively accepted by them.

Approaches discussed so far under Section 2.2 have been based on training on the trainee's own land, however, some programmes effectively utilize the farms of others. These programmes include:

2.2.4 International Farm Youth Exchange Programme

Several programmes are operating in the Region by which selected young people, usually members of Rural Youth Clubs, live and work with farm families in overseas countries.

The aim of these, apart from fostering international understanding and goodwill, is to provide additional experience in youth club organization and leadership as well as gaining knowledge of improved farming methods.

The main agencies responsible for such exchanges are:

International Farm Youth Exchange Programme, which operates in conjunction with the National 4H Foundation in the USA. This exchange is between the USA and several countries in the Region, including Pakistan, Thailand, India, Malaysia, Taiwan, Korea, the Philippines and Japan.

Asian Farm Youth Exchange Programme, which is supported by the Asia Foundation and enables exchanges between Asian countries.

2.2.5 Apprenticeship Schemes

The placing of farm youth who are usually members of Rural Youth Clubs, on improved farms is an approach being developed in several countries. The period of apprenticeship varies from 1-8 months during which time the trainee lives and works with the host family.

In Korea the programme is closely linked with the 4H Movement and in 1970, 1,000 club members were given 3-month periods of training on 68 selected farms. In Japan, 1,000 youth were involved in an Apprenticeship programme operated through the Rural Youth Development Association, an organization sponsored jointly by the National Government and the Prefectures.

2.3 COMPREHENSIVE APPROACHES

While most "on-farm" programmes include some institutional training for selected trainees, in the programmes described below both types are provided for all trainees.

1) The Barrio Development High School Project, Philippines

This seeks to develop a programme of farmer training within the formal education system using its permanent facilities and staff. The project, carried out at Laguna by the University of the Philippines

College of Agriculture and the Board of National Education is to develop an alternative curriculum in vocational agriculture in the Barrio (village) High Schools. Its aim is to overcome the tendency at these schools to follow the traditional High School pattern of preparing students for college education - even though few in fact proceed beyond secondary school.

Students with 6 years elementary education have been recruited from 5 barrios to commence a 4 year course in which the mornings are devoted to classroom instruction and the afternoons to practical training. Agriculture is the core subject of the classroom instruction, supplemented by workshop subjects and those designed to give citizenship training. Apart from a small group project at the school, the practical training is through supervised individual "on-farm" projects, the teacher visiting each student on his home farm twice weekly. A student's project continues through the whole 4 year course so that besides being a medium for training in agricultural and management skills, it provides finance during training and an established farm enterprise at its completion.

The problem of initial capital for projects remains, but it is hoped that a Guaranteed Loan Fund will enable the Rural Bank to lend money to trainees with parental consent and on the recommendation of the agricultural teacher. It is felt that such a scheme, as well as making capital available and providing skills in credit usage, will result in the development of desirable attitudes by students toward credit institutions, and by bankers to supervised credit for trained farm youth.

2) The Vocational Farm Training Project, Ceylon

Although only operating for 12 months in 1963-64, this project exemplifies an intensive approach to youth training which was carried out by selected extension personnel. Its termination was due to external factors, not any weakness of the scheme itself.

Sited in the well established Minnerya Colonization Scheme, it aimed at training in modern agricultural methods those school drop-outs, boys and girls, who were already employed as family farm labour.

Both applicants and their parents were informed before the course that increased profitability rather than certificates would indicate success. Selection required literacy and active engagement in farming, the majority of the 31 selected having been nominated by their parents to inherit the family farm. Ages of trainees ranged from 15-25 years.

The training programme involved classroom instruction as well as "on-farm" projects. Classes were held in a centrally situated village building during the agricultural slack season, trainees travelling daily the short distances from their farms. Ninety days

of class instruction were given in the first year and it was planned that 30-40 days would be given in the second year. After the 2 year training period, follow up would be the responsibility of the regular extension staff.

Class subject matter varied with the students' needs. The main emphasis was on improved paddy production but instruction in other crops, animal production and simple farm accounting was given. Time was provided in class days for discussion of trainees' farm problems.

Practical instruction was based on supervised projects on the home farm, each trainee being visited at least weekly. Parents' co-operation in making land available was essential. In fact, many went further, supplying inputs and allowing trainees to retain all profits.

In spite of its brief life, the project had several promising features:

(a) effective motivation as shown by the low drop-out rate (only 2 out of 31).

(b) a favourable influence on adults who in fact requested class instruction themselves.

(c) low training costs - total of Rs. 300 1/per student as against Rs. 900 at a residential Practical Farm School.

3) Mobile Agricultural Training Schools, Thailand

In 1972 the Ministry of Education in Thailand plans to introduce Mobile Agricultural Training Schools similar to the Mobile Trade Training Schools which it has pioneered over the past 11 years.

The plan is that the country's 22 Vocational Agricultural Schools will act as servicing and administrative centres for a number of mobile units, each of which will be established for a 12 month period in a central village. Preliminary surveys will indicate the type of training required, the number of trainees and the availability of facilities e.g. staff housing and buildings for class instruction. As well as resident staff, it is planned to use roving specialists for some subjects. Agricultural extension staff will be involved to ensure later follow-up after the mobile team moves on.

1/ US$1.00 = Rs.5.9. For further details see Chapter 9 of C.W. Chang's book "Rural Asia Marches Forward" - UPCA Textbook Board, Laguna, Philippines.

During the 12 month period a trainee may complete several courses in agriculture - e.g. horticulture, mechanics and economics. Classwork will be given for 3-5 hours weekly during slack farming periods, the remainder of the time being spent on the trainees' own farms where each is to have a "demonstration plot". Instructors will have transport provided at the unit to allow for farm visitation. Initial inputs for plots will be provided but a trainee will be expected to contribute 10% of his initial produce to the school for the establishment of a revolving fund. (1 unit = 5 permanent teachers with 7 groups of trainees).

Plans for expanding this concept have been included in Thailand's Third Five Year Development Plan (1972-1977) at a total cost of US$50/ trainee/year.

2.4 YOUTH MOBILIZATION SCHEMES

While not specifically concerned with training youth for farming, these schemes are included in this survey because of their potential for a mass approach. They aim at involving large numbers of unemployed youth in training programmes often in association with work on development projects. Ceylon intended to develop this approach in a 2-phase scheme, although so far only the first phase has been implemented. Phase I was a National Service Scheme whereby youths worked on a daily basis on development projects in their local communities. A small allowance was paid, part of which was retained as a compulsory saving, and credits were awarded which were to enable participants to proceed to the next phase. Phase II the Residential Training Scheme was to have provided vocational training at several centres.

Phase I has now been discontinued, but during its 12 months of operation 40,000 youths participated, with a daily average of 25,000. The value of completed works is estimated at Rs. 2.9 million for a cost of Rs. 2.2 million.

Phase II is now planned to start with a number of "Youth Camps", each accommodating 100 youths in a 2-3 month course involving both training and a work project (3 hours per day on each). The training will have a vocational content but the main aim will be to develop in trainees a national consciousness and an awareness of their role in development. Formal agricultural instruction will not be given but projects will be in rural areas, and often of an agricultural nature. While employment will not be guaranteed, it is hoped that for some, training will facilitate acceptance into apprenticeship schemes while others, particularly those returning to rural areas, will be motivated toward self-employment in farming.

A large scale approach of a para military nature is being used in Malaysia to give vocational training to unemployed youth from both rural and urban areas. Approximately 3,000 youths annually are receiving this training at 3 centres, the major one being Dusan Tua in Selangor. As well as teaching basic skills, these centres aim at fostering civic responsibility, loyalty to the State and creating a new dynamism for contributing to the country's development.

Training is carried out under army style discipline, and in fact at Dusan Tua 80% of the permanent staff of 114 are army personnel. At this centre two programmes are operating:

1. Youth Pioneer Corps which involves 250 young men in an 18 month course. Trainees may select from a number of types of vocational training, one of which is agriculture. There is no guarantee of employment after training but an estimated 70% find jobs.

2. Development Corps which provides a 3-month course for 370 young men. In this programme, vocational training is only given in agriculture. Statistics show 15% of graduates as employed in agriculture, but these are almost all labourers with the Federal Land Development Authority. Some may eventually be given an opportunity for permanent settlement.

The agricultural training in both Corps emphasizes the practical element and is largely carried out on the 40 acres of land adjacent to the centre. Three full time agricultural instructors were providing training for 450 trainees at the time of the survey.

Dusan Tua's costs are high, being M$ 2,400,000 1/ in 1971. This averages at M$ 4,800 per trainee per year in the Pioneer Corps and M$ 1,100 for each trainee completing the shorter Development Corps course.

1/ US$1.00 = M$ 3

Chapter 3

CRITERIA FOR THE EVALUATION OF PROGRAMMES

Before evaluating the approaches and programmes described in the previous chapter, it may be useful to study the criteria developed for this survey. Since value judgments are personal and unlikely to be universal, it is not suggested that these criteria are the only ones possible nor that every programme must satisfy all criteria - in fact the limited time for this survey made it impossible for some of the relevant criteria, particularly those requiring detailed research, to be applied. However, a more comprehensive list is given than was actually used in the hope that it may assist those who are planning and implementing programmes to evaluate their own efforts.

Criteria need to be developed to evaluate four aspects of a training programme:

- its rationale and goals
- its structure, content and training methods
- the application of the training
- the degree to which it can be replicated.

3.1 THE PROGRAMME'S RATIONALE AND GOALS

In relation to these, useful criteria are suggested as being:

1. Is the programme based on a sound analysis of the social, economic and cultural needs of the country and of the individual?

   The success of a programme will be the extent to which it is able to meet the needs of both.

2. Has the programme clearly stated and understood goals?

   The initial planning and the continual evaluation which is an essential part of any programme cannot be effectively carried out if the goals are imprecise or imperfectly understood. While a general goal for all programmes will be to equip youth for life in the rural community as farmers and farmers' wives, there will also be a need for more specific goals, both long and short term. This applies to all programmes - National Youth Movements as much as to long term residential training or 1-2 day courses held on the farm.

3. Is there a clash of goals?

There may be a clash within the programme goals or between these goals and those of the trainee.

The former tends to occur in institutional training if the goals include the meeting of external examination requirements in academic subjects as well as the provision of vocational training for farming. The first usually dominates.

The latter type of clash also tends to apply to institutional training and has been well documented in a study of the Practical Farm Schools in Ceylon.1/ Here it was found that practically all students were motivated toward goals other than those of the institution!

4. Is the range of goals too wide?

General goals may be wide but attempting to cover too wide a range of specific goals may result in none being effectively achieved.

Even where rationale is sound and goals are clearly stated, an essential question remains, namely:

5. Have the programme's goals community support?

Without the active support and involvement of community and Government leaders, a programme has little chance of attaining its goals.

3.2 THE PROGRAMME'S STRUCTURE, CONTENT AND METHODS OF TRAINING

In training for farming and rural living, the following criteria may be applied:

1. Is the selection process effective?

This criterion applies more particularly to selection for the more formal types of vocational course, rather than to club type activities where the aim may be to involve as many as possible and therefore selection is less important.

In the past, often the only criteria for selection have been the educational standard and physical maturity of the applicant. A factor of equal importance, however, is whether the trainee has real prospects of applying his training because his socio-economic situation favours successful settlement and because he is already highly motivated toward farming.

1/ G.C. Clark: Some Observations and Suggestions on Practical Farm Schools in Ceylon. FAO Bangkok, Dec. 1969. (Mimeograph).

2. Is the content relevant?

Training in tractor maintenance in a "bullock economy" is clearly irrelevant. Skills and know-how must be relevant to the farming needs of the particular situation and to ensure this, the programme's content must develop from people's felt needs as much as possible. A frequent tendency of trainers is to reproduce a diluted version of their own training course without due regard for the needs of the local situation.

3. Is the programme geared to the physical, intellectual and psychological levels as well as the cultural background of the participants?

Clearly, some skills can only be effectively learned and practised by those who are physically mature. The intellectual level of rural youth may vary from illiterate to graduate and thus a wide range of activities will be needed. The type of training will also depend on the psychological maturity of the trainee. The 19-25 year old will generally have a more realistic approach to life and possibly a far greater commitment to farming than the 12-14 year old who most likely has given little thought to the future.

4. Is the emphasis on the practical and the applied?

In most programmes, practical work should form by far the largest component, theory only being included to add meaning to practical skills or other aspects of rural living included in the training.

5. Are the conditions of training comparable with those in the rural community?

This applies to the actual farming conditions and also, where trainees require accommodation, to the food and housing standards. Where training conditions are far removed from those of the community serious adverse effects may result.

6. Does the programme have a "whole farm" approach rather than teaching unrelated techniques?

This involves placing the emphasis on management - management of oneself in terms of the disciplined use of time, the planning of farming activities to give optimum productivity, and the management of finance. While in many cases the initial emphasis may be related to a particular crop or technique, the aim is to assist the farmer to develop his farm into a viable economic unit.

7. Does training foster desirable attitudes to manual labour?

To prevent practical work being sheer drudgery leading to the development of antipathetic attitudes, it must be made as meaningful as possible, both in terms of the scientific principles underlying the operation and its economics. Where trainees can accumulate some or all of the profits of their own labour, economics will be more effectively taught.

8. Does the programme foster responsible decision making and behaviour?

This is necessary in relation to the trainee's personal life, to his work, and to community and national life. Particularly where the society has previously been authoritarian, opportunity for participation by youth in decision making is important. Thus a significant criterion will be the extent to which trainees are able to participate in the planning and operation of programmes.

9. Does this programme involve training for 'free' time?

As many youth are likely to be underemployed, this aspect is important. It does not only imply training in recreational activities such as sport but may include handicrafts and cultural activities as well as involvement in community service activities.

10. Does the programme provide motivation for remaining in rural areas?

While there are many factors outside the training programme which will affect motivation, it is possible to foster a motivating force that will lead young people to see farming as a worthwhile and challenging career, which demands all their physical and mental abilities and which, even if it does not always provide a vastly improved standard of living, can provide a satisfying life. This motivating force may be provided by a spirit of nationalism or religious commitment, or simply by the economic advantages of improved farming.

3.3 THE APPLICATION OF TRAINING

The value to the nation and the individual of a training programme for farming depends not only on the quality of the training but on the opportunities for its application. These will be dependent on socio-economic factors usually outside the control of both trainer and trainee and will include the availability of land, capital and production inputs as well as adequate markets, communications and extension services. Social attitudes and pressure from family and community will also be significant. Therefore, all these factors must be

carefully considered and the following questions asked:

1. Is the programme an integral part of the total development plan to improve rural living?

   Where programmes are unco-ordinated or outside the national plan, unnecessary duplication, lack of follow-up and usually a wastage of resources results. Where the programme is seen as a valuable part of the total development plan, the socio-economic conditions needed for successful farming are more likely to be present.

2. Is the programme integrated in the total community education programme?

   For maximum effectiveness, there must be a high degree of integration to ensure that:

   - prior education provides vocational training with the necessary base, both in terms of general education and the development of attitudes favourable to rural living.

   - continuing education is provided to reinforce and extend the training received.

   - adult education creates a climate supportive of youth programmes by leading parents to appreciate their value and thus to show increased interest and involvement in them. A relevant question to ask of any programme is "What do the parents think of it?"

3. Are the trainees still living and working in rural areas as self employed farmers or as family labour?

4. To what extent has training resulted in the adoption of improved farming techniques with a resultant increase in productivity, income and standard of living?

   While an accurate assessment would only be possible after a detailed socio-economic survey such as is being carried out at R.B.S. College, Bichpuri, India, a useful guide may be obtained from the views of the extension staff of the area.

3.4 THE DEGREE TO WHICH THE PROGRAMME CAN BE REPLICATED

Some form of mass approach is needed in most countries because of the massive size of the problem. Thus an important criterion must be:

Is the programme capable of extensive replication?

This does not rule out the value of small scale approaches which, especially if they are controlled by private agencies, often have greater freedom for experimentation than Government schemes and because of their limited size, may be more effective in meeting the specific needs of a particular area. One of the essential qualities of a large scale programme is that it be sufficiently flexible to meet the varied and often rapidly changing needs within a country.

Assuming a programme sufficiently satisfies the criteria concerning content and prospects of application, factors determining the rate at which it can be replicated or in fact whether it can be replicated at all on a massive scale will be:

a. Availability of suitable trainers

While numbers are clearly important, quality is also vital if programmes are to be effective. Trainers, both professional and voluntary require competence in the fields of agriculture, training methods and youth leadership although the degree of skill required in each will depend on the particular trainer's role.

b. Economics of training

This may be considered in terms of the cost/benefit ratio but while costs may be calculated with reasonable accuracy, the economic benefits are difficult to determine and the social benefits almost impossible. Frequently therefore, the unit cost (cost per trainee) is used as an evaluative measure.

In evaluating the cost structure of a programme it is useful to note the degree to which:

- voluntary leadership has been developed.
- the "earning while learning" approach has been encouraged so that trainees are able to meet some of the costs of their training or accrue capital for the development of their farms.
- "self help" has been encouraged in the construction and maintenance of facilities, or in the operation of the programme.
- facilities are simple and functional rather than elaborate show pieces.

Benefits of training may be calculated in terms of the trainee's increased productivity over his peers or family. In many cases, this increase may be small but when multiplied many times in a large scale programme, the contribution to

national income can be substantial. As important as increased productivity, however, are attitudes and values which result in more contented living and these cannot be evaluated in economic terms. This again points to the most important criterion of any young farmer training programme being simply, "Is the trainee farming?"

Chapter 4

AN EVALUATION OF DIFFERENT APPROACHES

4.1 VOCATIONAL AGRICULTURAL SCHOOL APPROACH

The institutional approach to rural youth training has been the one in which most countries have made the greatest investment.

Where this is part of the formal education system, the Vocational Agricultural School 1/ has been the centre of such training, operating mostly at the post primary level (after 6-8 years of school).

Very few of their trainees however, have actually returned to farming. Where the general level of education is low the pupils' age at post primary level (16-19 years) means they are sufficiently mature for vocational agricultural courses. However, because they are amongst the elite few to have received post primary education such students have aspirations for paid employment usually of a "white collar" type - and are able to fulfill them. Where the educational level is higher, the class age is lowered so that frequently those undertaking vocational courses are immature and unable to perform the practical tasks involved. Aspirations are still for paid employment but because of the higher proportion entering post primary schools and thus the greater competition for jobs, these aspirations are less likely to be fulfilled so that students not only do not farm but in fact may add to the ranks of the educated unemployed.

This does not mean that formal education has no contribution to make to the training of youth for farming. It has a most important one, for from the earliest years of the primary school positive attitudes to farming and rural living can be fostered, along with an understanding of, and interest in, the pupil's own environment. Changes will be needed in the curriculum as well as in the attitudes of teachers who, unfortunately, often see their main task as helping their pupils escape from the rural environment rather than live in it. Such attitudes are understandable for the economic gap between urban and rural people is great. But teachers, especially in rural areas, must realize that most of their pupils will in fact earn their living from farming, and that even underemployment in their own rural environment offers a more satisfying and creative life and is more in the national interest than the probable alternative - urban unemployment.

In the postprimary years there is an important place for pre-vocational training which need not necessarily follow the pattern of Vocational Agricultural Schools. There is no need for large school farms which are difficult to

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1/ See page 6

manage, particularly with day students and during school holidays periods. The remedy sometimes adopted of employing students as paid labour adds to school costs and hardly increases motivation for self-employment as a farmer. Only a small farming area is needed for demonstrations and group, or even individual, economic projects. Practical training can be further reinforced by individual economic projects on the home farm, either as part of the teaching programme as in the Barrio Development High School Project 1/ or as an extra-curricula activity such as a Rural Youth Club project.

The Vocational Agricultural Schools themselves, even if not producing many farmers, may still be a useful source of middle level manpower for the rural development programme in both Government Departments and the private sector. They must remain, however, a small part of the total training programme for farmers, since even with expansion, they are quite unable to cope with the numbers involved. In the Philippines, for example, in 1968 there were almost 7 million youth between the ages of 13-21 years, of whom probably 5 million were in rural areas. The total enrolment in Vocational Agricultural Schools was 30,000 2/.

4.2 THE FARM INSTITUTE AND PRACTICAL FARM SCHOOL APPROACH 3/

Such centres are frequently geared to school leavers. As such they have fewer problems with the maturity of students since most have had some years of secondary education. Unfortunately, most of them have as their goals further education or paid employment, so that again few return to farming.

A further factor limiting the expansion of these centres is their cost. Being mainly residential, they are expensive to establish and operate, costs ranging from US$ 200-400 per trainee per year. The staff/student ratio is low varying around 1:12 and if farm staff are included, it may be as low as 1:6.

Substantial farms are needed for the large practical component of the courses and difficulty is then experienced in providing training under conditions comparable with the trainee's home situation. Farms will be able to approximate this more closely where they have a training function only and are not associated with research or large scale production.

With improved teaching methods and curricula, and perhaps a reorientation of teachers' attitudes, these institutions may achieve far more satisfactory results in terms of trainees returning to farming. Most courses will require a much greater emphasis on economics and management than is at present provided, with opportunity for students to participate in economic projects. Such institutions could provide a useful cadre of skilled farmers and agricultural workers

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1/ See page 18

2/ Statistics provided by Bureau of Vocational Education, Manila.

3/ See pages 7-8

for the rural development programme and could be particularly useful in areas of scattered population where it is difficult to provide local training. Like the Vocational Agricultural Schools already discussed, they can also be a useful source of middle level manpower. However, like them, they cannot contribute greatly to the employment problem of the mass of rural youth already out of school or soon to be so.

4.3 NATIONAL SERVICE APPROACH

National Service Schemes with their aim of mobilizing large numbers of unemployed youth are thus politically attractive. They may be useful in fostering national consciousness and implementing development projects as in Ceylon 1/ and they may give some skill training. The real test is whether those from such schemes can be absorbed into useful employment. African mobilization schemes encountered problems at this point. 2/ In Asia, it has still to be proved that such schemes can contribute to the establishment of youth in farming.

Although it does not include development projects, the Dusan Tua approach 3/ in Malaysia has elements of youth mobilization about it. While it may have been successful in developing national consciousness and increasing employability, it has not yet proved a successful method of training youth for farming.

4.4 YOUTH SETTLEMENT APPROACH

Land Settlement Schemes for youth 4/ have had varying success. As already indicated, these have been successful where there has been the necessary infrastructure, skilled management has been available and early returns possible. The factors limiting their adoption as a massive approach are:

1) availability of land: In many countries of the Region, the area of arable land still to be developed is small and therefore schemes are confined to marginal land or the intensification of existing agriculture.

2) capital cost: Settlement is costly, for example in the Ihala Hewessa Scheme (Ceylon), which would be one of the least expensive, the cost per settler approximated US$ 1,300. Where little repayment is required from settlers, costs to Governments are particularly high.

1/ See page 21
2/ A.W. Wood: Vocational and Social Training of Primary School Leavers in the African Countries of the Commonwealth. Commonwealth Secretariat, London, p.16
3/ See page 21
4/ See page 16

3) provision of skilled management in the early stages: The staff/settler ratio is usually 1:20, and large schemes may have trouble in finding sufficient skilled personnel.

4) social problems: The larger the scheme, the greater the difficulty in building a new community.

The training methods used and the type of settlement do not appear to be critical factors in the success of settlement schemes, although pre-training permits more weeding out of unsuitable settlers. There is, however, a general need for increased emphasis on economics and management training, so that settlers are better prepared for making management decisions in their own enterprise whether individually or communally operated.

4.5 INTENSIVE EDUCATION-CUM-EXTENSION APPROACH

The intensive education-cum-extension approach developed in part of the Minneriya Scheme in Ceylon 1/ has a number of important advantages:

1) Takes place in community, thus avoiding the social consequences arising from the removal of youth from their community.

2) Trains those most likely to use it.

3) Provides opportunity to earn while learning.

4) Tackles difficult social and economic problems of "father-son relationship".

5) Has lower unit costs - while not as low as the Club approach it is less expensive than settlement or long term institutional training.

Being an intensive approach, however, the staff/trainee ratio is comparatively low at about 1:30, and it requires skilled and experienced professional workers. Thus while unit costs in Ceylon were 1/3 of those for institutional training, cost, together with the availability of trainers, would be factors limiting the degree to which this approach could be used to reach massive numbers of rural youth in most countries of the Region. It is, however, an approach worth developing for older youth as part of a total national plan for rural youth development 2/ . It would also provide a useful follow up of the rural youth club approach.

1/ See page 19

2/ See also Thailand's plans, pages 20-21

4.6 RURAL YOUTH CLUB APPROACH

The approach which has the greatest potential for reaching the masses of out-of-school youth in rural areas is one involving "on-farm"training associated with Rural Youth Club Movements 1/ and supported by short term institutional training 2/.

4.6.1 Advantages of Club Approach

This approach has the following advantages:

1) It takes place "in community"

When training takes place in the trainee's own environment, there is a less social and economic orientation away from farming as so frequently occurs with long term residential training, and none of the social maladjustments which may occur with youth settlement schemes. Furthermore these programmes are more likely to meet real community needs and, through service projects, involve trainees in community development. Where programmes are an integral part of national development plans, youth can be 'agents of change' for their community and contribute in this way to national goals. This involvement in local and national concerns also prevents youth groups becoming introverted and thus reduces the tension between generations.

2) It trains for a way of life rather than an occupation

While economic projects are central, club programmes recognize the other needs of youth which must be met for the development of the whole personality in its social, mental and cultural aspects. As underemployment is the likely lot of many, these aspects have an important contribution towards providing a satisfying life even under economically difficult conditions.

3) Training is for boys and girls

Some other programmes have tended to stress training for boys because it gives more apparent economic returns. Rural Youth Clubs provide a useful method of serving both young men and young women.

1/ See page 10

2/ See page 8

4) Unit costs are low

This extensive rather than intensive approach has lower unit costs 1/ because of the voluntary contribution of adult leaders; and of trainees, parents and the community in providing the necessary facilities. The "on-farm" nature of most training reduces the investment in specialized training facilities, while the contribution to productivity helps to offset programme investment costs 2/.

5) Earning while learning

Economic projects provide the opportunity for trainees to earn while they learn, and encourage continuing self-employment in self-generating enterprises.

6) Training is for those most likely to use it

Trainees are already in rural areas. Many of them are engaged in farming, even if not fully employed, and they have not developed other job aspirations. Furthermore, the training itself does not foster such aspirations.

7) Training programmes cover a wide age range

While the major advantage of this approach is its ability to deal with the masses of out-of-school youth, it can also involve those in-school and thus cover a wide range. Some division into age groups is needed to meet the varying stages of maturity of members. These groupings will vary in different countries depending on the differing educational, social and cultural factors. Activities for younger members (10-16) will be more recreational and social, with possibly greater emphasis on group projects. Older members may concentrate more on individual economic projects and supplementary short-course training, meeting both individual and programme leadership needs.

1/ Annual cost per member in Yuwa Kasikorn (4H) in Thailand 1969-70 was approximately US$4.00.

2/ Income from the Philippine 4H Club Projects in 1969-70 was US$1,200,000.

8) Supplementary training meets specific needs

This training is usually by means of short courses on specific aspects of agriculture and rural living, held at Training Institutions or Government Stations. Mobile training units 1/ could also be used, but as with all training, would need to be closely integrated into the extension programme for adequate follow up.

Three other means of providing supplementary training are:-

a) The Intensive Education-Cum-Extension approach for the older sons of farmers.

b) International Exchange Schemes 2/ Because of high costs involved, these offer training to relatively few. For example since 1953, India has sent 373 trainees to the U.S.A. in exchange for 132 from that country. Those who have gone, however, have proved useful on their return in initiating improved agricultural practices as well as providing leadership in Rural Youth Groups, farmers' organizations and community affairs. The development of interchange within the Region (AFYE) should prove less expensive and also provide more relevant training, but will still involve very limited numbers. Both are more "leadership" than "vocational" training.

c) Apprenticeship Schemes 3/ While useful, these are likely, in the near future, to provide training apportunities for only a selected few, due either to a shortage of high standard farms or of farmers who are prepared to take trainees, particularly if wage payment is required.

Apart from providing training, these supplementary courses and schemes offer useful incentives to youth to take an active part in club programmes.

4.6.2 Joint Sponsorship and Support of Clubs by Government and Community

Whether Rural Youth Movements are sponsored by Government Departments or non-governmental organizations, considerable Government and local community support is essential. Because the substantial voluntary element in Movements is a key factor in their success, it is necessary for Governments to be able to support without control. This involves greater flexibility than bureaucratic procedures have sometimes permitted in the past.

1/ See pages 20-21

2/ See page 18

3/ See page 18

The forms of Government assistance will need to include:-

1) Finance - for incentive recognition and awards on the basis of club performance.

- to meet training costs of local voluntary club leaders and to subsidize those members undertaking supplementary training courses.

- for Credit Schemes to enable the establishment of economic projects. Without this aid, poorer youth may be excluded and the clubs become middle class groups.

- to support special projects such as project competitions, demonstrations, camps and rallies.

2) Professional Staff - trained rural youth workers at all levels, as well as the services of other specialists and extension personnel.

3) Training Facilities - for supplementary training of youth and training of local voluntary club leaders.

4) Mass Media and Literature Support - far greater use of Press and Radio (and increasingly Television) can be made in support of youth programmes, not only by providing instructional material but also news of outstanding group and individual achievements. The Listening/Discussion Group 1/ is an approach which could be developed and used far more. Publications are also valuable for both instruction and news and for many youth they can develop, or at least prevent the loss of, literacy skills acquired during a short elementary education.

5) Moral and Institutional Support to the Community - a network of responsive rural institutions to provide services in the fields of marketing, credit, extension, research, savings, production supplies etc. is essential to backstop any production oriented rural youth club movement. The support and active involvement of a wide cross section of government and community leaders is another essential pre-requisite for success with this approach. This is needed

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1/ See page 13. Also since July 1969 the Directorate of Agricultural Extension in cooperation with the Directorate of Radio in Indonesia has organised 3600 farm forum listening groups, including some exclusively rural youth listening groups.

at all levels, from the national to the village. Such wide involvement is probably the best safeguard against youth movements being used for partisan political purposes, a situation which has already occurred in several countries. This can have serious consequences for the country and the Movement concerned, the latter being affected not only by a withdrawal of Government support, but by parents becoming wary of their children's membership. The risk of political interference can never be completely avoided, but it is one which must be taken, for failure to provide a programme for the masses of out-of-school youth presents even greater risks.

Support from community and national leaders will only occur when the movement is seen as having an important role in national development. Also, only in this way will the necessary co-operation and co-ordination between Government Departments and Ministeries be obtained.

Chapter 5

CONCLUSIONS

This study attempted to evaluate and compare various approaches and methods of training rural youth for the vocation of farming currently being used in eight of the developing countries in the Asia and Far East region. The following is a summary of the principal conclusions reached.

As no single blueprint would be applicable to all countries, the report evaluates the strengths and weaknesses of the various approaches studied. It is hoped that these will provide useful guidelines for the establishment of training systems adopted to the needs and conditions of the different countries.

Each different method has values and may be suitable under specific conditions. It will generally be necessary to use a variety of approaches in any given national system of training. At the same time, with limited resources and a desire to provide equal opportunity for training to as many rural young people as possible, planners and policy-makers will be looking for those approaches which secure the greatest total benefit from a wise expenditure of available resources. Accordingly, a set of criteria was identified for use in evaluating the various approaches in this context.

On the basis of these criteria, this report concludes that:

1. "onfarm-within community" approach such as provided by rural youth club type programmes, supplemented by specific short course training, has the greatest potential for training the larger masses of rural youth who will (and must) earn their livelihood from farming in Asia. Such programmes may be sponsored by the government and/or by non-government organizations.

2. As a natural follow-up within the total rural youth development plan, the "onfarm-within community" education-cum-extension approach would appear to be particularly suited to training and helping the young-adult rural youth (ages 18-25) find their place in the farming community. Where family farm opportunities do not exist, these young people may require related apprenticeship and settlement schemes to find their place in the economy.

Even the best plans, however, depend on those responsible for their implementation. Therefore, highest priority must be given to the provision of suitably trained staff. This involves more than vigorous recruitment campaigns. It requires new approaches to staff training which will not only provide the necessary skills but which will develop attitudes and values resulting in dedicated rural youth workers, willing and able to identify with rural people and to trust their local leadership.

While the problem of training rural youth is of alarming proportions, it is encouraging to find such a nucleus of able and dedicated people in the agencies and organizations concerned at all levels throughout the Region. It is hoped this report may help them in their work.

APPENDIX I

Further details on approaches used in the Region may be obtained by writing the following:

INDIA

Youth Clubs/Extension Training Centres	-	Directorate of Extension Department of Agriculture Shastri Bavan, New Delhi
Rural Youth Club Action Project	-	Project Manager Department of Agricultural Ext. 1 RBS College, Bichpuri, Agra, UP.
Young Farmers Clubs	-	c/o Mysore Pradish Krishik Sumaj Nrupathunga Road Bangalore 2, Mysore
Indian Social Institute Training Centre	-	24 Benson Road Bangalore 6, Mysore
Crop Tonnage Club	-	F2, South Extension, Part 1 New Delhi - 49

CEYLON

Young Farmers Clubs Practical Farm Schools - Pelevera - Walpita Kundasale School of Agriculture	)	The Director Department of Agriculture Peradeniya
Ihala Hewessa Youth Settlement Scheme	-	The Director Department of Lands Colombo
Comprehensive Schools Junior Polytechnics	)	The Director Department of Education Colombo
Youth Mobilization Scheme	-	National Youth Services Council 54 Chatham Street, Colombo 1.
Sarvodaya Shramadana Movement	-	493 Maradana Road Colombo 10.

MALAYSIA

Serdang School of Agriculture	-	The Secretary Ministry of Agriculture and Co-operatives, Kuala Lumpur
Cheras Rural Agric. Training Centre	-	The State Agricultural Officer Department of Agriculture Selangor
Malaysian Association of Youth Clubs (Malacca) Sg. Udang Rural Agri. Training Centre	-	The State Agricultural Officer Department of Agriculture Malacca
Dusan Tua	-	The Director Ministry of Culture, Youth and Sports Kuala Lumpur
Youth Settlement Schemes - Pahang	-	The Director Department of Agriculture Kuanton, Pahang
- Sarawak	-	Sarawak Development Finance Cooperation Kuching, Sarawak
Farmer Training Centres Tarat Farm Training Institute 4H Club Movement	-	The Director Department of Agriculture Kuching, Sarawak

INDONESIA

Gerekan Pramuka	-	Medan Merdeka Timur 6, Djakarta
Vocational Agricultural Schools	-	Directorate of Extension Department of Agriculture Pasarminggu, Djakarta

PHILIPPINES

Barrio Development High School	-	Dr. T. Contado Department of Agricultural Education and Extension UPCA, Los Banos
4H Club Movement	-	The Commissioner Agricultural Productivity Commission Diliman, Quezon City
Philippine Rural Reconstruction Movement	-	Elena Apartments 512 Romera Seelas St. Erinata, Manila
Vocational Agricultural Schools Future Agricultural Homemakers Association		Bureau of Vocational Education Department of Education Manila
Youth Settlement Projects	-	National Manpower and Youth Council Phoenix Building Intramuros, Manila

JAPAN

National Training Centre of Young Farmers Rural Youth Training Farms Regional Farm Management Training Institutes Rural Youth Training Houses Rural Youth Clubs	Director of Extension Department of Agricultural Administration Ministry of Agriculture & Forestry Tokyo
Apprenticeship Schemes International Exchange	Rural Youth Development Association Iye-No-Hebari Building 11 Ichigaya, Funakawara-cho Shinyaku-ku, Tokyo

KOREA

4H Club Movement 4H Training Centres	)	The Administrator Office of Rural Development Suwon
National Agricultural Coop. Federation	-	75, IKA, Choongjung Ro Sudaemoon-ku, Seoul
A.K.F. 4H Training Centre	-	International Post Office Box 1862 Seoul
Rural Vocational Training Centres	-	Director Vocational Training Bureau Office of Labour Affairs Seoul

THAILAND

Yuwa Kasikorn (4H)	-	Rural Youth Section Department of Agricultural Extension Ministry of Agriculture, Bangkok
Accelerated Rural Development	-	Office of Accelerated Rural Development Office of the Prime Minister Sunandha Palace, Bangkok
Mobile Trade Training Schools	-	Vocational Promotion Division Department of Vocational Education Ministry of Education, Bangkok
Thailand Rural Reconstruction Movement	-	6th Floor Sarasin Building Surasak Road, Bangkok
Community Development Youth Clubs	-	Youth Section Community Development Department Ministry of Interior, Bangkok
NYPC Rural Youth Workers Training Center, Lopburi	-	c/o NYPC Office of the Prime Minister Sanam Sua Pa, Bangkok

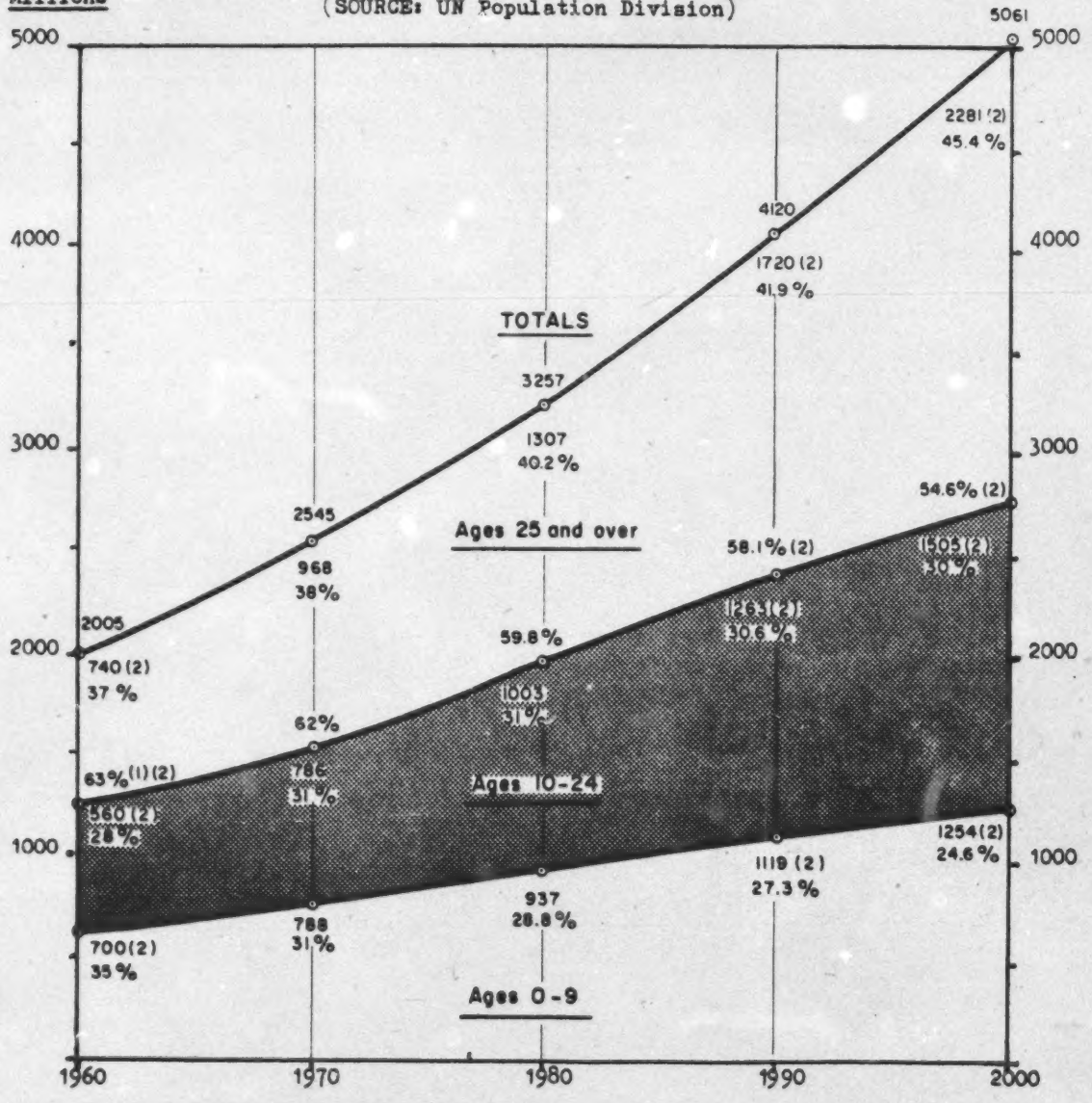
ESR:MISC/71/22
October 1971

Food and Agriculture Organization
of the United Nations

Rome, Italy

APPENDIX II

POPULATION OF THE LESS DEVELOPED COUNTRIES
BY AGE GROUPS (0-9, 10-24 and 25 and over)
WITH PERCENTAGES OF TOTAL POPULATION
(SOURCE: UN Population Division)



(1) Percentages under 25 years of age
(2) Estimated figure

WS/C1128

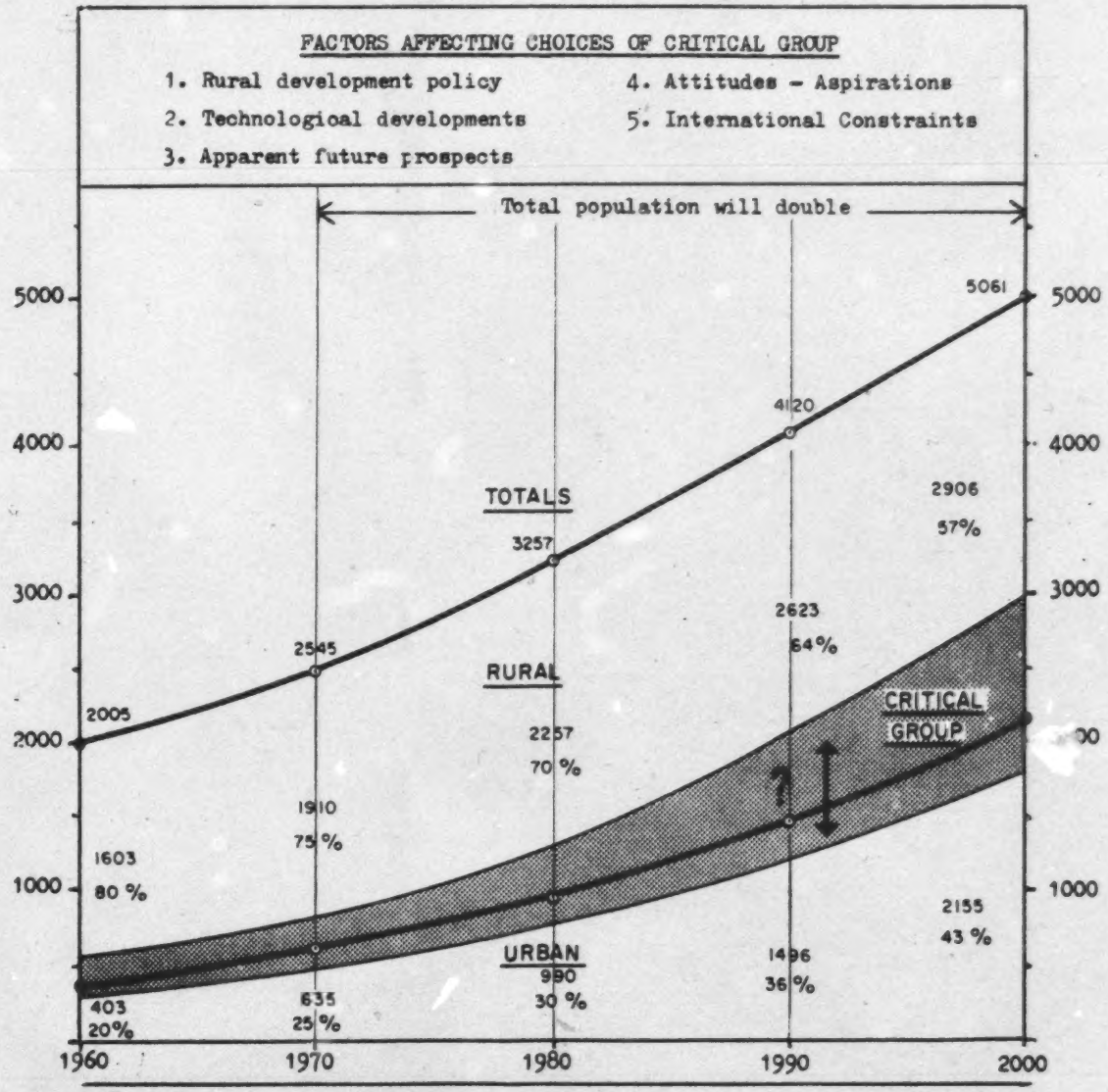
Food and Agriculture Organization
of the United Nations
Rome, Italy

ESP MISC/71/21
October 1971

APPENDIX III

THE CRITICAL EXCESS

Macro population projections of the less developed countries showing UN estimates of rural and urban population growth (1960-2000) and the critical excess of population (largely rural youth) which generally must either move into urban areas or be absorbed into the rural economy.



(1) Population in millions (Source: UN Population Division)